

Improving COLLEGE AND UNIVERSITY Teaching

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The Editor's Uneasy Chair

Adam blamed Eve, Eve the serpent, and the serpent, speechless, crawled away. We human beings ever since have been blaming someone else for all our failures. Students blame their teachers. In a

Can
Professors Flunk?

recent Bibler cartoon, an incredibly rash student says to Prof. Snarf: "On the other hand, this 'F' just might reflect a pretty poor job of teaching." Students do not really say such things to their teacher's face. But they say them.

Most of us do not need to be told. We know our measure of failure. And we have our explanations: our excessive loads, inadequate equipment, and of course our students. Students are the most available cause of teaching failure. We call it learning failure. "They lack motivation, belong back in high school, are not here to study."

But a disquieting professor has cited some situations with which we may find it hard to deal. When a university or college, utilizing all the techniques of modern testing, recommendations and interviews, and all proved means of assuring high scholastic competence, selects only the best, it should have a freshman class "most likely to succeed." Only the most earnest and courageous have even applied. Only one in five has been admitted. Yet of such a group nearly one-half fail to graduate.

Does it seem likely that in such a case the students are themselves the cause of their own failure? Some, yes. Human beings are unpredictable, and even the very able, for one reason or another, will sometimes fail. But not nearly half of such a freshman class. Can the teachers escape the blame?

Of course, we'll try. The official verdict is, "Most of the fall-outs stem from personal adjustments that the student fails to make." But Professor George Williams says "the whole thing boils down to the fact that some unusually bright students cannot adjust to their professors." He suggests that the professors might occasionally wonder whether they themselves are not largely to blame for the students' failure?

Can professors flunk? When dull or really unprepared or slothful students fail, perhaps not. But when gifted, highly selected students fail in large numbers, are they the ones who flunk? Or are we?

Improving College and University Teaching

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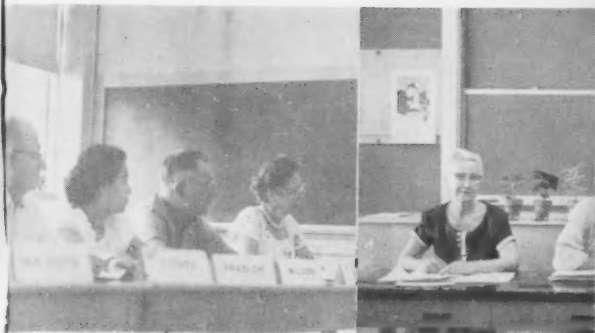
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Below: **Central Quadrangle**



"A Talking Teacher Cannot Succeed"

IF TALKING were teaching, then students might thrive. We talk a lot, calling it "lecturing," but do our students thrive?

A professor, though as a man learned and charming, may in his classroom be merely a one-way performer and hence something less than a teacher. Garrison recalls one of his own talking teachers. Shambling into class, the professor would spread his notes, read in a monotone for fifty minutes, and depart. "He said nothing that wasn't in the text books, and the textbooks said nothing he didn't." He loaded students with facts which he got back through examination questions like "Which was closest to old Londinium—Deva, Colchester, etc.?" A bold student who ventured an opinion or question got short shrift, for the professor had his lecture to "cover." "His teaching was about as stimulating as week-old pancake batter; there was no 'ise' in it, no response, no 'feedback.'"

The campus milieu encourages a young teacher to lecture and soon he begins to like it. Like Antony, he only talks right on. If he looks at the class, they put on a show of listening. He does not know, of course, whether they really are listening, or listening to any worthy purpose. He cannot know what they are thinking, or whether they are thinking.

One-way talk can, but does not necessarily, cause thinking. Thinking is stimulated, not usually by factual information but by *exchange of ideas*. "The teacher's aim should be to induce such exchange and response, to make teaching a transaction between the materials of learning and the students in his class." This admonition by Harold Taylor, if pondered, could revolutionize your teaching and mine.

Suppose we ask ourselves, are we trying to stimulate thinking? Do we see our subject in its dynamic qualities and relationships? Are we eager to alert our students to the effect our subject can have in their current and future living? Are we kindled with enthusiasm which our students can catch, and which we want them to catch?

Or are we merely or mainly imparting knowledge? And doing it mostly by talking? If so, our students "will be hearers of many things and will have learned nothing." This is according to Socrates, who taught, not by lecturing but by exchange of ideas.

The talking teacher was unavoidable in the Middle Ages—before printing. But why should we keep on teaching as though printed materials were not available? Sadly enough there is even a lower depth than ignoring printed knowledge. Garrison's professor simply duplicated the textbooks.

A homely maxim comes to mind: "A talking teacher cannot succeed." I recall too the story of a teacher who after school talked to a problem boy about his delinquencies, hoping to reform him. As she spoke at length, he stared back at her blankly. Then suddenly his face lighted up and became transformed. Believing she at last had penetrated to his better nature, she ended her torrent, only to be dashed to failure when the boy spoke up, "It's your lower jaw that moves, isn't it?"

We who lecture when we should be really teaching ought not to brush these thoughts aside. There are counterparts in college classrooms. Who of us is not given to too much talk? Far more than we realize or admit, we ought more often to give our jaws a rest.

"You have found a specific, not for memory but for reminiscence, and you give your disciples only the pretense of wisdom; they will be hearers of many things and will have learned nothing; they will appear to be omniscient and will generally know nothing; they will be tiresome, having the reputation of knowledge without the reality."

*Socrates in Plato's
PHAEDRUS*

Choice and Change



Visitation of colleges as coordinator for the North Central Association has given the author of the following article a perspective on liberal arts education in which he discerns "the beginning and the end of American educational reform," the end being, not the termination but the purpose of change. Specialist in history and related fields (B.A., Luther College; M.A., Iowa; Ph.D., Oregon), he has held a Carnegie fellowship and a Fulbright grant at Marburg, and is assistant professor of history.

By JOHN GIMBEL

AMERICAN EDUCATORS have the unprecedented opportunity to debate their educational theories and practices before an American public aroused by recent Russian scientific achievements. The opportunity is also a duty, since noneducators are now debating and will continue to do so. The immediate problem appears to be simply to devise methods by which we can match the Russians, or anyone else, in the annual output of scientists, technicians, engineers, teachers, and other trained professionals. The broader problem, however, is the need for an "agonizing reappraisal" of the entire American educational system.

American educators certainly ought not shift their educational emphasis primarily as a reaction to the recent Russian advance. Nor should they adopt another educational system merely because it appears to have worked well in other areas of the world. Neither should they abandon a system, willy-nilly, which is in part a product of the culture in which it operates.

Without minimizing the immediate need for more adequate attention to the education of scientific and technical personnel, American educators should now also consider some of the more fundamental problems of American education. Educators have done this in the past, but now they should question publicly what they are doing. They might well begin by examining contemporary theories and observations of individual and group behavior and their implications for the assumptions upon which American education rests.

To begin such an examination one can apparently reduce the assumptions or operative ideals upon which American education rests to the belief that human beings equipped with the faculty for rational discrimination, provided with training in the use of this faculty, and given freedom to exercise this faculty within the self-imposed limitations of social beings, can and will make choices that contribute to their own and to society's good. Further, American education seems to rest upon the fundamental assumption that human beings, conscious of the elusiveness of truth, aware of the incompleteness of information at a given moment in time, and thoughtful of the mysteries yet unknown to man, make choices that are perforce tenuous and subject to change whenever the variables change.

American educators interested in the appraisal of their work might first ask themselves if these assumptions are reconcilable with recent theories and observations of human behavior. Further, they might ask themselves if recent developments in American education do not contradict the assumptions of the educational system that recent experiments are trying to improve or enhance.

❑ The first portion of the appraisal might be accomplished by examining questions such as these:

1. *Have contemporary socio-economic theories undermined the assumptions upon which American education rests?*

Marxian socialists have insisted that man's ultimate drive is economic, social Darwinists that man's ultimate destiny is governed by a struggle against man and nature, and Freudian and neo-Freudian psychologists that man's actions (and reactions) are modified by subconscious forces. All of these theories suggest a certain irrationality or inevitability in human behavior. To take just one example: Erich Fromm, in his provocative *Escape from Freedom*, traces the historical evolution of the effects of such inevitable human behavior. As Western man cast off the restrictions on his individuality in the past, he also cast off the institutions and traditions (primary ties) which kept him oriented to himself and his society. Lacking primary ties of the traditional nature (the clan, the tribe, the church, the feudal manor, the family) he seeks to replace them by escaping to conformity or totalitarianism.

The implications of Fromm's analysis for the operative ideals of American education are clear. If man is driven to escape from freedom, what is left of an educational program that is dedicated to the liberal (liberating?) arts? We Americans would prefer to answer that it is lack of education, lack of freedom, lack of opportunity, that drives man to conformity or totalitarianism, but according to Fromm's thesis, it is just those who have these benefits in greatest quantity who are the most prone to escape from them.

2. *Have recent social, economic, and political behavior provided practical examples of the tenuousness of the assumptions upon which American education rests?*

Recent history records that several nations have allowed themselves to be seduced to follow dictators in politics. The pattern by which dictators have risen to power in the twentieth century provides data sufficient to disillusion those who put faith in man's ability to make choices as rational and intelligent citizens. We Americans would like to believe, and perhaps we do, that dictators arise because they use force, or because the voting populace is ignorant and inexperienced, or because the masses lack education, or because the elections are policed and controlled. But the facts are indeed sobering. Germans, who are humans in spite of wartime propaganda to the contrary, all along the continuum of academic achievement supported Hitler willfully and joyfully. Prior to 1933 there was little effective force applied and the polls were not policed and controlled. Most disconcerting of all is the recent study by Milton Mayer, *The Germans 1933-45: They Thought They Were Free*, in which he depicts ten Nazis who considered themselves to have been more free under Hitler than they were before or after the Hitler dictatorship.

Lest we choose the path of least resistance and dismiss the illustration above by referring to another wartime propaganda fiction, the Germans are different, we might pause and reflect on the amount of physical force, election policing, and the like that was required to swell the ranks of the Ku Klux Klan in the twenties and the forces of McCarthyism in the fifties in the United States.

To draw an illustration from another development, several nations have recently experienced the fact that their subjects are willing to turn their right to make economic decisions over to a central authority (the state) which, at least theoret-

ically, can deprive them of their very livelihood. The fact that labor parties have not done this does not alter the significance of the development. Although the labor and socialist parties explain their policies as attempts at economic cooperation rather than competition, the point for present purposes is for individuals to recognize that individual economic decisions may provide neither for the individual's good nor society's good. Essentially, this development is a collective recognition that in a given economic complex man's economic decisions may be harmful to the individual and detrimental to society (e.g., irrational) and that, consequently, decisions are best made by an agency of the collective people. Unquestionably, the British, Norwegian, Swedish, and Belgian labor parties won in free and fair elections. Furthermore, these nations are among those which enjoy high standards of education for the masses and which have had a tradition of freedom of choice for the individual.

To bring the illustrations even nearer, a member of David Riesman's *Lonely Crowd* appears to be willing—no, he strives for it—to follow the dictates of his fellow human beings against what apparently ought to be his better judgment based upon his individuality or human uniqueness. William H. Whyte's *Organization Man*, on the other hand, follows the dictates of his organization against what ought to be his better judgment based upon his individuality or human uniqueness.

The implications of these practical examples for the operative ideals of American education are also clear. If man is driven—by what reasons is unimportant to the argument—to follow a dictator in politics, to allow a state to dictate his economic life, to follow the crowd, or to conform without thought to the ethics of an organization, what is left of an educational system founded on the principle that man makes decisions on the basis of knowledge, wisdom, accumulated facts, and critical judgment?

3. *Have the fears which have beset modern man, and the material considerations which have moved many, negated the assumptions upon which American education rests?*

A nation that acts primarily as a reaction to the fear of communism, fear of atomic warfare, fear of competition in scientific and technical achievement, fear of destruction of a "way of life," seems to have shelved its faith in actions based upon knowledge, wisdom, accumulated facts, and critical thought. A politician who studies

the public opinion polls and votes accordingly has personally abandoned his faith.

Furthermore, a people that votes with its pocketbooks—no serious politician talks about tax increases in an election year or raises determined objections to rivers and harbors legislation—behaves contrary to the assumptions upon which our educational system rests. Consumers are induced to buy by suggestions unrelated to the nature of the product: eye-level merchandise in the supermarket, the color of the package, gasoline with "factor X," automobiles with "advanced design," toothpaste with "ingredient K," breakfast cereal with trinkets. Such consumers give little evidence of the rationally discriminating human beings that American educators have assumed them to be.

Although these questions and supporting illustrations could be multiplied, the point is already sufficiently clear. For some time now, certainly longer than Sputnik has circled the globe, the foundations of American education have been under deep stress. But this stress has not gone unnoticed. The host of educational experiments under way indicates that American educators have been asking themselves what they are doing and what they might do better.

¶ Thus we turn to the second major area of reappraisal: whether recent developments in American education do not contradict the assumptions of the educational system that recent experiments are trying to improve or enhance.

What the many experiments and educational self-studies have produced is extremely interesting and enlightening, yet somewhat discouraging. Schools and colleges have tried many forms of general education. Integrated curricula are becoming popular. Courses designed to promote critical thinking are increasing. Methodological courses rather than content courses have been tried. Needless to say, each of these experiments has developed its own rationale or statement of objectives. But they have in common one significant assumption or operative ideal: the inevitability of human behavior under given conditions. The general educationist assumes that a given course content, course procedure, course methodology, depending upon the emphasis, will produce a predictable result—e.g., general education. The experimenter in critical thinking operates under the assumption that critical thinking has definable characteristics and boundaries which, once schematized, can be introduced to each new generation of students. The integrationist assumes that basic knowledge

can be schematically arranged and defined so that each successive generation of students need only master the scheme to sense the relatedness of all knowledge.

By their actions the perpetrators of these experiments reveal that they have succumbed, either consciously or unwittingly, before the theoretical and practical attacks upon the assumptions of American education. If they have succumbed unwittingly, a reappraisal should be welcomed. If consciously, a reappraisal is obligatory to define the new operative ideals and assumptions. Apparently American educators have been little affected by pangs of conscience as they experiment. Influenced by their own education, their American tradition, or by other factors, the experimenters still proclaim the freedom of the individual. Yet, their experiments are designed primarily to impose certain rules, methods, restrictions, subject matter patterns, and limitations within which the proclaimed freedom of the individual can develop. In Jean Jacques Rousseau's terms, they are restricting the student's immediate freedoms (particular will), which may not be freedoms at all, so that he will enjoy true and ultimate freedom (general will).

This method has within it a source of grave danger to the ends it hopes to achieve. Even though some such programs are required of graduates, the experiments are admittedly peaceful, persuasive, suggestive, and voluntary rather than forceful at present. But in their underlying assumptions they depart slightly if at all—they do depart in means and ends—from the plan of Cromwell to establish a Christian Commonwealth in England in 1649-1660; the plan of Robespierre to establish a Republic of Virtue in France in 1793-1794; and the plan of the Communists to establish a socialist utopia in Russia since 1917. (I might have included Plato's ideal state but for the lack of a title that is grammatically parallel to the other three.) The American proponents of general education, integration, courses in critical thinking, and methodological courses, are as determined not to let their students make wrong decisions as Robespierre, Cromwell, and Stalin (and Plato) were determined not to let their subjects make wrong decisions. They substitute prescription for freedom in education, hoping to promote freedom by prescription.

It is this balance between freedom and authority that requires not only finesse, but a fundamental understanding of the operative ideals of

American education. If American educators allow themselves to be pressed into defining freedom (general will) as competition with Russia, maintenance of the two-party political system, absolute defense of the free-enterprise economic system, perpetuation of provincialism at the state or national level, promotion of an undefined "American way of life," or perpetuation of any other *specific quantity* with boundaries and limits beyond which it is taboo to argue, there is grave danger. On the other hand, so long as the student's ultimate freedom (general will) is interpreted to be a liberal education—a sense of the unity of knowledge, an appreciation of the value of a scientific method and attitude, a humble awareness of the incompleteness of man's present knowledge, the value of critical judgment and a skeptical attitude, and the curiosity to accumulate essential facts—there is little to be feared.

Perhaps the balance between freedom and

authority, if authority is necessary at some point, can be maintained if American educators will re-emphasize the second major assumption of American education noted at the outset: human beings, conscious of the elusiveness of truth, aware of the incompleteness of information at a given moment in time, convinced of human frailty, and thoughtful of the mysteries yet unknown to man, make choices that are perforce tenuous and subject to change whenever the variables change. This ideal perforce limits the authority of the educator to areas without defined boundaries: a search for more knowledge, deeper insights, improved research techniques, methods to promote critical thought, wider cultural horizons—in short the tools of the educated man. What the free man does with these tools which education provides him should be governed, not by taboos, but by his responsibility as a social being.

"Intoxicating, Irresistible, Most Completely Satisfying"

"If we could somehow get over to all students (as we do get over to 10 to 15 percent of them) that learning is the finest entertainment in the world—the most absorbing, the most enduring, the most intoxicating, the most irresistible, the most completing satisfying—we should have very little worrying to do about these 'grim times.' The Athenians were, for a while, able to see learning as entertainment, and during that time accomplished what has echoed through twenty-five centuries. Some Italians, Frenchmen, and Englishmen accomplished it during the Renaissance. 'In my study,' says one of those men of the Renaissance, Machiavelli, 'I feel no weariness, I forget every trouble, poverty does not dismay me, death does not terrify me.' And many a scientist and scholar these days (even the ones who tell their students that learning is hard work, painful duty, and rigorous self-discipline, not 'mere entertainment') find infinite delight in learning. Their wives will be the first to testify that even the lure of meals, of social intercourse, of theatre or stadium, will not draw them, except reluctantly, from the delight of their books, their library, or their laboratory."

GEORGE WILLIAMS

Some of My Best Friends Are Professors

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Teaching Practical Politics on Campus



How the campus, consistent with its primary functions in developing its students both as individuals and as citizens, can link its program with contemporary political life is shown by an associate professor of political science in a liberal arts college (B.A., M.A., Ph.D., Minnesota) who has taught also in a large university and has been regional executive director, American Association for the United Nations.

By DOROTHY DODGE

IN RECENT MONTHS, many writers have noted and deplored the apathy of college students and graduates toward the political process. Comments of students often quoted are: "politicians and smoke-filled rooms," "politics is dishonest," or "sure there are a lot of problems needing solutions, but what can I do about it?" Several recent studies indicate that students place politics at the bottom of the list of desired careers and that the study of politics has a similar rating. The political parties have criticised students' lack of willingness to take an active part in campaign activities. A recent newspaper article reported that at a college political rally the students were asked: How many of you favor candidate X? Loud cheers. How many of you favor party X? Loud cheers. How many of you will work to elect our candidates? Laughter.

What can the colleges do to meet this challenge? How can they stimulate student interest in the issues facing society and teach them some aspects of practical politics on the campus? During the past ten years the political science department at Macalester College, under the leadership of Dr. G. Theodore Mitau, chairman of the department, has developed one answer to this problem. Political Emphasis Week, held every April, is designed as a laboratory situation of practical procedures and processes in politics. It is not for political science students only. The purpose is to provide all college students, and particularly non-majors and nonminors in political science, an opportunity to observe and participate in some aspects of practical politics on the campus. Alternating over a four year period, Political Emphasis

Week is devoted to a model National Nominating Convention, a model Congress, a model State Legislature, and a model United Nations Assembly. This permits the students to take part in each program over their four year college career.

The title Political Emphasis Week may be misleading since the activities for this student conducted program cover the entire academic year. A student steering committee headed by two cochairmen nominated by the YGOP and the YDFL and chosen by the student council meet from September until April to organize activities for the week. A proposed agenda for the model session is determined by the steering committee, and committees for each item on this proposed agenda organized. The committees meet from the beginning of fall semester until Political Emphasis Week itself to discuss and draft proposed legislation, recommendations, and rules for the deliberation of the full convention. All students who are interested in the topics being covered by a committee may participate in the activities of the committee.

An important function of these committees is to investigate resource materials in the college library which relate to the topics for which the committees are responsible. A bibliography is prepared for the use of the committee members and all students who are interested in the subjects on the agenda. The librarians assign tables in the library where all the materials requested by the committees are stacked according to topics so that all the students will have easy access to them. This aspect of the preparation for Political Emphasis Week helps to put the resources of the library into concrete use and to teach the students the use and the sources of current legislative and United Nations materials.

In addition to these preparations for Political Emphasis Week, the college sponsors a United Nations-Washington tour during the week of spring vacation for forty students. These students are chosen by a faculty committee for their scholastic and leadership ability. They are the most active participants in Political Emphasis Week, serving on the steering committee or as chairmen of the committees of the convention. Four days are spent in New York at the United Nations where the students sit in on United Nations sessions and discuss the policies and pro-

grams of member states with representatives of several delegations. This past year the students met with the political and press officers of United States, Russia, Great Britain, India, the United Arab Republic, Yugoslavia, and of the United Nations Secretariat. Four days also are spent in Washington where the students visit Congress, meet with congressional members of their state and of various committees of the Congress, and are briefed by representatives of the State Department. This contact with the people operating in the field gives the students an understanding and an appreciation of the complexity of the issues facing the United States and the world and of the difficulty of arriving at compromise. The role and significance of structure and procedure become apparent as the students observe Congress and the United Nations in action.

In addition to the tour a legislative or political institute is planned during the years when the model State Legislature and model Political Convention are held. Representatives of the State Legislature or of the political parties are invited to the campus to discuss with the students the issues and problems facing the legislature or the parties. These all day institutes are divided into workshops. For example, in the case of the State Legislature there are workshops on finance and taxation, public welfare, health, education, and other topics. The state commissioners for each of these departments serve as resource persons for workshops in the morning. In the afternoon the state legislators who are members of committees covering these topics serve as resource persons for the workshops. Students choose which groups they wish to attend, and are prepared to ask questions concerning problems facing the legislature. This affords students an additional opportunity for direct contact with the people operating in the field.

When Political Emphasis Week opens the students who have registered as participants are assigned to various delegations or blocs. In the case of Congress and the Nominating Convention, the convention is divided into states; in the case of the State Legislature, into county delegations; and in the case of the United Nations, into nation-state delegations. Each delegation elects its own chairman. On the average, two hundred and fifty to three hundred students out of a student body of 1,300 participate. Most of these students are nonmajors and nonminors in the field of political science. Participation in the activities of the week

gives these students a better understanding and appreciation of the role of a citizen in a democratic society.

During the preparation for and the activities of the week, students are given an opportunity to observe and participate in various roles of importance to the political process. Students learn the significance of the research role in politics since the job of compiling information and of drafting legislation for the action of the convention is such an essential function for the success of the week. The organizing role is another vital aspect. Students discover the necessity of rules, regulations, and procedure if the convention is to be able to operate successfully. A third important role is the speaking and the leadership role. The chairman of the convention, the steering committee, the committee chairmen, and the chairmen of the delegations serve in this capacity. Their ability to carry on debate, to influence members of the convention, and their knowledge of parliamentary procedure contribute greatly to the success of the week. The observation of and participation in these roles gives the students a better understanding of the abilities needed in politics. It helps to show that the political process not only involves the extroverted and articulate person who serves in the leadership or speaking role, but also has room, and need, for the quiet, conscientious person who serves as a researcher or an organizer.

Participation in the week brings the students face to face with conflict over some of the issues before the United States and the world. They have an opportunity to observe what happens to people they know under strain, and how people they know react in the face of real hostilities and clash. The difficulty of arriving at agreement and the art of compromise assume added meaning as student delegations attempt to work out voting arrangements with each other, as debate on issues becomes heated, and as balloting continues to be deadlocked. Political Emphasis Week also helps to infuse the regular courses of the college with greater enthusiasm and interest since the students become acutely aware of the relevance of the courses to issues of concern to them in the community. It is interesting to note the understanding by the students of the significance of procedure and of structure in the political process after participation in Political Emphasis Week.

How do students react to Political Emphasis Week and what is achieved? Of course, there are a certain number of students who do not benefit.

Some do not take an active part and learn little; some go away with only feelings of anger against certain students who opposed their point of view; and some feel that only a few "ran everything." For the student of political science, the week provides an opportunity to apply processes and procedures which have been studied and gives more realism to this training. A considerable number of the leaders and active participants have entered into politics since graduation and now hold elected offices in county, city, and state governments or are serving as assistants to elected officials on the national level. To cite one example, a graduate of Macalester College and an active participant in Political Emphasis Week is a senator in the Minnesota legislature. A larger number hold positions of leadership in the political parties at the city, state, and national level or serve as active members of various pressure groups.

Participation in Political Emphasis Week also has had the effect of interesting a number of students in politics to the extent that they have changed their major to political science. However, this is not the purpose of the week. The activities of Political Emphasis Week are designed to give students generally an opportunity to increase their knowledge of aspects of practical politics

and to encourage them to use this knowledge. For example, medical students have become more aware of the significance to them of state, federal, and United Nations health programs; economics majors have become more concerned over taxation and financial programs of government; and education majors have become interested in governmental programs and agencies operating in this area. Not only are these students better informed about the programs and proposals in various fields as a result of their research and contact with the persons operating in the field, but they have learned more about the ways in which they may make their influence felt and their desires known.

A recent study of the alumni by the Macalester College Alumni Association concluded that such college programs as Political Emphasis Week had had considerable influence in stimulating interest in the political process and increasing understanding of the role of a citizen in a democratic society, and had had a beneficial effect in student reading, voting, and political participation habits. Further studies are planned to test the validity of the program. Political Emphasis Week appears to have made some progress in achieving its aim.

Last Word

"But the long and the short of it is—I'll have nobody in my night-school that doesn't strive to learn what he came to learn, as hard as if he was striving to get out of a dark hole into broad daylight. I'll send no man away because he is stupid; if Billy Taft, the idiot, wanted to learn anything, I'd not refuse to teach him. But I'll not throw away good knowledge on people who think they can get it by the sixpenn'orth, and carry it away as they would an ounce of snuff. So never come to me again, if you can't show that you have been working with your own heads, instead of thinking you can pay mine to work for you. That's the last word I've got to say to you."

Bartle Massey in:
GEORGE ELIOT
Adam Bede. 1859.

Recorded Student Interviews in Improving Instruction



Successful use of oral appraisal by students of their teachers is here recorded by a group of collaborators in the Miami University experimental study in instructional procedures. James F. Adams has been on the testing bureau staff at Temple University and assistant professor of psychology at Whitworth College before coming to Miami. Laurence Siegel has been assistant professor at Washington State University, research associate at Ohio State, army personnel psychologist, and is now director of institutional research service at Miami. F. G. Macomber has had public school teaching and administrative experience, has been professor of education at Oregon, dean at Drake and Miami, and at the latter institution is now Assistant Provost, as well

as director of the study here reported.

By **JAMES F. ADAMS, LAURENCE SIEGEL, F. G. MACOMBER**

COLLEGE INSTRUCTORS, no matter how conscientious, are likely to have difficulty in obtaining honest appraisals of teaching techniques from their students. Objective instruments, such as attitude scales, are helpful in this respect but fall short in eliciting the detailed elaborations which would be possible in a personal conversation with the student. In an attempt to supplement objective attitude measures, a series of tape-recorded interviews was conducted with the students in ten of the courses included in the Experimental Study in Instructional Procedures at Miami University. The interviews were conducted periodically throughout the semester (or semesters) in which the courses were given. This usually involved an interview near the beginning of the course after the students had been enrolled for three or four

weeks, one near the middle of the semester and a concluding interview near the termination of the course.

In order to insure the cooperation of both instructors and students in interviews of a type likely to be highly personal, at least two conditions must be fulfilled. First, the instructor must be assured that the interview is for his benefit, that it will be conducted by an impartial interviewer, and that it will not be released to others for the purpose of evaluating him. Secondly, the student must feel that his anonymity will be protected and that his comments will not affect his course grade. With these guarantees it was found that both instructors and students were highly cooperative.

Students were chosen for the interviews on the basis of objective attitude scales so that a range of course attitudes from favorable to unfavorable might be represented. In some cases student achievement was also considered in order to insure a range of ability. Student groups of from eight to twelve were considered optimal for interviewing purposes.

Prior to the interview the selected students were called together for a few minutes after their scheduled class and informed of the purpose of the interview. Interviews scheduled within twelve hours of this meeting were much better attended than those scheduled for subsequent days. It was also found necessary to have the preliminary meeting with two to three times as many students as desired for the interview. Conflicting meetings and appointments generally existed for about two-thirds of the group. This may have affected the representativeness of the interview groups; however, it was not considered to be a serious problem, since many of the students unable to attend expressed their willingness to come at another time and often were present at subsequent meetings of the group.

At the beginning of the interview session the students were informed of the appreciation of their instructor for their cooperation, cautioned against using each others' names, and further assured that their anonymity would be protected even though the entire interview was to be tape-recorded. From the candidness of student com-

ments there was reason to believe that adequate rapport had been established. The interview itself was opened by a general question concerning the students' attitudes toward their course with specific comments being pursued as the opportunity presented itself. In general, the interviewer operated as a moderator with the students carrying the burden of the discussion.

As soon as feasible after the conclusion of the interview, the recording was played to the instructor involved. The interviewer was present at the playback session to interpret possibly ambiguous statements and occasionally to soften an extremely pointed comment. Inasmuch as these interviews, for the most part, were conducted for instructors teaching large classes, and as an individual's recorded voice differs somewhat from his unrecorded speaking voice, the identification of students by the instructor was not a problem. In a small class where the instructor is familiar with each of his students, the immediate playback of recordings does present a problem, for many students are concerned with the possibility of personal identification. In this latter situation it may be advisable to withhold the actual recording until the conclusion of the course and give the instructor immediate feedback by means of a written or verbal summary.

Student comments during these interviews have served to sensitize their instructors to many aspects of their courses. Some comments have called attention to simple, easily corrected problems; e.g., in one large lecture course the instructor was not aware of how few students could read the blackboard. Also, maps which could be seen easily in the small classroom were almost unreadable in the large lecture hall. The condition was quickly corrected through the use of a VuGraph (an overhead projector) which can be used like a blackboard and magnifies the instructor's writing quite adequately. Maps, transferred to transparencies, were also projected on the instrument. Outline maps corresponding to the more detailed projected maps were given to each student. This permitted the students to make their own maps in as much detail as desired. Six weeks later their comments were: "I think the class has greatly improved since the last interview . . . The VuGraph is much better than the blackboard; you can hardly read the blackboard . . . I like those maps that are handed out . . ."

The interviews have also given interesting records of student learning and growth in their

courses. The following comments were made during the final interview in a two-semester course: "In the beginning of the year every time I walked into that class I felt completely lost. My feet just felt like they weren't on the ground. . . I know now that I do get something out of the course . . . I've caught onto it more . . . I think his lectures are very, very interesting; he gives a lot of food for thought." "I feel that I've thoroughly enjoyed the second semester; the first semester I just went to class and sat in the back of the room, and he talked over my head and I just let it go over my head. Well, in the second semester I decided I was going to go in there and bat for myself, so I sat in the front of the room and I've gotten a lot out of it . . . In the first semester I couldn't follow his reasoning. In the second semester he goes from step to step and I can follow him and therefore remember."

At the beginning of the year one criticism of a well-liked professor was that "his lectures don't follow the book." At the end of the year, to the question: "Is there anything different in the way that Dr. . . . lectures in comparison to other instructors you've had?" these same students made the following comments: "Definitely, . . . especially some of mine; they go straight from the book where Dr. . . . does more on the philosophies and ideas of different people." "I think he does that too, and I really appreciate that now that I've gotten used to it because you can get the other facts from the book whereas these things you can only get from a person who has more background than you; . . . the rest of it you can get from a book."

Evidence that difficult material may nevertheless be interesting appears in the following comments made just prior to the final examination: "I think that even though we've struggled (with the course) all the way through, he's one person, one prof we'll really remember; . . . probably someday we'll appreciate it much more when we get out of the course than we do right now. . ." "I've thoroughly enjoyed the course although my accum (GPA) has suffered."

That instructors can benefit from rather personal criticism is amply illustrated by the following sequence of statements:

"One thing I've noticed, . . . television instruction is just another way of teaching people . . . This particular way is headed by Mr. . . . and he's in charge of teaching us how to think about this subject. To me it doesn't make any difference what the method is so much, whether it's television, conventional classes, or what.

The important thing is the instructor in charge of it. He can either make or break the program that's involved. Perhaps he's at a slight disadvantage because he can't see his students, but still if he's any kind of instructor at all he should be able to put over his program in a way that we can learn."

Question: "Now what do you think of the way he's putting over the program; are you learning?"

"No . . . As a teacher he spends very much time, unnecessary time, in stammering, and repeating his statements. I find that he starts in at the beginning of his sentence and goes part way, cuts off in the middle of a word and goes back to the beginning of a sentence and starts in again. This is all a waste of time as far as I'm concerned. An instructor, or anyone who's teaching anything, should know enough about his subject and should have it outlined in his own mind. When he comes to class he should know what he wants to tell the people and start right down the line and tell it. I don't think Mr. . . . does that . . . I'm not saying he doesn't know his subject matter; . . . but so far as being able to put his point over, he hasn't put it over to me very well."

Six weeks later, we have the following comment from the same student:

"I think it's strictly up to the instructor whether the course is a success or not. I think a good instructor can present his material to the class through television in a very effective way and get his point over and cover the material so that there should not be too many questions left in the student's mind. Dr. . . . is doing a better job of that now than he was before. I can tell by some of the comments of his students as they leave the classroom; . . . there are not too many bewildered looks anymore."

Question: "What about your own feelings?"

"Well, . . . I don't say I have too much difficulty in grasping hold of it. . . I think that . . . most of my questions become answered before too long . . . I feel now that I'm getting as much out of this TV course as I would out of a conventional class."

In the first interview the students had also suggested that more visual aids would help the instructor in his presentation.

"Since he has started using visual aids it's helped quite a bit. The discussion seems to be moving more rapidly; before he more or less faltered for the thing he wanted to discuss next, but now he has more or less something to go on."

Question: "How do you think TV in this course has been since your last interview; has anything happened to the quality of the course?"

"I think it's improved a lot since the last time we were here. I think Dr. . . . has done a much better job because we're covering so much more material . . . and we can take notes now . . . I think the visual aids are helping as much as anything."

Question: "Can you cite some of the ways in which he's gotten better?"

"Well, he's quit 'uh, uh, uh' like I just did, and his lectures are more organized than in the beginning. He seems much more at ease."

Question: "Last time you made certain suggestions for improvement. Do you think Dr. . . . has done things in line or accord with your suggestions?"

"I think he's been very conscientious about the suggestions we made and has made a sincere effort to improve. He's had more visual aids; . . . he seems very much more enthusiastic about his lectures; he puts it over without a dead pan, monotonish type of thing that sometimes he gets into. He seems bubbling a little bit. It makes a difference, I think; it's easier to listen to and you get more out of it. I think he's adopted most of the things we suggested."

Recorded interviews have also been used to get student opinion on new techniques used in teaching. In one course the instructor felt that not enough was being done for the clearly superior student and that these students were losing interest in the subject because they were not receiving individualized instruction. Consequently, he established a special seminar group in which these individuals could do advanced work within the framework of the course but also more in line with their own interests. The following comments, given in answer to a query about their general impressions of the experience, give some indication of the success of the innovation:

"Well, I think one thing . . . we have been so fortunate in having someone like our instructor who is so very vitally interested in the success of this whole thing and whether we learn. I know, myself, that I would almost do anything rather than let him down; I think the whole group feels this way to an extent. This has been one of the most valuable learning experiences that I've ever had, and I think all the favorable opinions are partly due to the interest and deep concern that the instructor has had."

"I think he makes us learn in spite of ourselves."

"I think initially it was the professor's . . . Well, . . . I never thought myself capable of the things I thought he thought we were all capable of . . . yet, now I think my interest is beyond just the first desire to please him and not let him down. It's way beyond that now; that was just at the beginning."

From the experiences with the instructors involved in these interviews, it is evident that college instructors are very interested in their students' attitudes toward, and appraisals of, teaching techniques; further, instructors are more than willing to make reasonable modifications of their courses after considering their students' comments. This does not imply that students' criticisms are always valid. Students do not always have the insight to ascertain what the instructor is trying to accomplish. On the other hand, both instructors and the interviewers were quite impressed with the overall sincerity, quality, and

maturity of student observations. With respect to this, it is of interest to note the comments of several instructors:

"Anonymous tape recorded interviews of a sample group of students provide an excellent aid for the instructor in his teaching. Legitimate student complaints concerning voice, mannerisms, or lecture hall facilities often lead to corrective measures. Many students can demonstrate remarkable perception of the instructor's objectives which can be reassuring. It is also more than possible that the instructor's strengths and weaknesses will be exposed, which can be satisfying and challenging. Typical student complaints of a more trivial nature (exams too hard, assignments too long, etc.) can be easily ignored and the instructor must be alert to separate the useful from the mundane comments. Likewise the instructor may be troubled by the knowledge that the students whose confidential opinion he would value most may not be among the group. However, these criticisms are of a minor nature compared with the many advantages of this technique as a means for improving instruction."

"I believe that the recorded interview was the basic factor underlying any improvement that occurred in my televised presentations. Listening to the first taped recording, made three or four weeks after my introduction to teaching via television, was not the happiest of events in my life. The students' remarks were extremely critical, but, at the same time, objectively

described the manner in which I was teaching. Such comments do little to enhance one's ego structure, but once I recovered from the initial blow, I knew exactly what improvements had to be made in order to more effectively communicate with the students. I believe that as a result of this interview, and the ones that followed, I managed to improve my presentation considerably. The telling blows that were dealt out in the first interview were, to a large measure, reduced by some of the more appreciative comments that occurred in subsequent interviews."

"There is little question in my mind that one can gain valuable information from hearing the taped interviews with students. However, there is an additional value, and that is that one can also judge the emphasis and sincerity of the opinions expressed in much the same way that is done in everyday conversations with students. This may introduce the possibility of misinterpretation; yet, when one listens to the recordings of student opinions there is a feeling of completeness—something more than just reading a statistical figure."

After recording student interviews for several semesters and observing changes in the classroom, the writers are convinced that the technique has considerable merit for the improvement of instruction, for ongoing evaluation of course objectives, and for the training of college instructors.

The Important Thing

"In my first years at Mülhausen I suffered much from a homesick longing for the church at Günsbach; I missed my father's sermons, and the services I had been familiar with all my life.

"From the services in which I joined as a child I have taken with me into life a feeling for what is solemn, and a need for quiet and self-recollection, without which I cannot realize the meaning of life. I cannot, therefore, support the opinion of those who would not let children take part in grown-up people's services till they to some extent understand them. The important thing is not that they shall understand, but that they shall feel something of what is serious and solemn. The fact that a child sees his elders full of devotion, and has to feel something of their devotion himself, that is what gives the service its meaning for them."

ALBERT SCHWEITZER
The Light Within Us
New York: Philosophical Library
1959. Pages 4-5.

The Unbroken Thread of History



"I know of very few in our faculty who know so well the attitudes and intellectual equipment of students" wrote Dr. Joseph Justman, a member of the Editorial Advisory Board of this journal, at whose suggestion the following article was written. The author (A.B.,

Brooklyn College; A.M., Ph.D., Columbia) teaches history, has been assistant to the dean of students, and is now assistant to the dean of faculty at Brooklyn College.

By MURRAY HOROWITZ

TEACHERS NATURALLY tend to differ in their classroom approach. If they were to compare notes, a sizeable number of patterns and procedures would emerge. There might even be variety in the same teacher's approach in different years or with different classes in the same year.

As for myself, no matter what methods I use from year to year, I find time in the first meeting of a class in introductory history to discuss a few select fundamentals. No matter how often these same essentials are reviewed, they always have remained fresh to me. For example, we discuss what history is, and why it has value. Why should six semester hours be devoted to the History of Western Civilization (as it is in my college)? Curriculum makers might do well to sit in on such a discussion by students in their own institutions, and perhaps the same process should be extended to all required subjects. In any case, I usually feel satisfied after a number of telling blows have been struck on behalf of Clio, and I experience an inner glow at the innate wisdom which college students possess in recognizing the value of my subject.

Among other objectives, students like to emphasize the relationship of history to informed citizenship, and more especially to the ability to converse literately and to read and comprehend daily events as reported in the newspapers. I do not know exactly when I began to experience doubts as to whether these values claimed as an outgrowth of study of history are actually being achieved. It is my recollection that on one occasion Adam Smith's *Wealth of Nations* was the

topic for the day, and I sought, in offhand fashion, to link it with the news of Congressional debates centering on the extension of the Presidential tariff powers. But I drew no response which indicated any degree of familiarity with the current developments. Somewhat piqued, I proceeded to question my students individually on what newspaper they read, or how else they learned of the events of the day. Although they invariably claimed to read at least one newspaper, and to listen to news broadcasts as well, further probing revealed what seemed to be abysmal ignorance of the history being made right around them! Familiarity with the sports page, the gossip column, and the details of a sensational murder trial was displayed to a greater extent than knowledge of the issues facing the country or dividing the world community.

Dismayed at what I felt was a shocking shortcoming in my own institution, I searched for clues in others. In Philip E. Jacob's *Changing Values in College*, I came across this comment:

The casualness of most students about politics is reflected in the poverty of their information about important political events, procedures and personalities. They rarely understand how political parties function, the significance of primary elections, the duties of major agencies of American government, or the critical issues of domestic or foreign policy. It is the exception when a student can identify the Premier of Russia, the Secretary of State or any other Cabinet officer in the United States government, or the governor of his own state.¹

I cannot say that I felt better upon finding out that the disease was epidemic. Time passed while the "historical perspective" of daily life set in, and while I sought to find what I as an individual could do to soothe my own sense of guilt. To a woman upset, the purchase of a new bonnet has been known to work miracles. Likewise, the Letter to the Editor by an indignant citizen has a palliative effect, if not on the public, then on the writer. I am not normally impressed on the rare occasions when I am persuaded to buy a new fedora, and I never have written a Letter to the Editor of a newspaper. But the readers of *Improving College and University Teaching* comprise a more select and perhaps responsive audience for my purpose.

It is not my intention to find fault with the

¹ (New York: Harper & Brothers, c. 1957), p. 25.

shortcomings of college students, or the inanities of college curricula. After all, each reader may have his own pet theories for up-ending these perennial targets. But there should be room for a carefully nurtured idea which can be incorporated in the classroom with surprising ease.

My proposal is addressed primarily to the teacher of the introductory history course, but it can be extended to the elective course in history and, when appropriate, to other subjects as well. In its essence, the instructor would be especially mindful within the classroom of the relationship of his subject to the world today. When a parallel can be drawn, when a link can be demonstrated—without undue strain—the discussion would move into this eddy temporarily, and then return to the main current. Similarly, a striking contrast can become an opportunity for analysis or interpretation. This pattern of procedure would be made clear to the student at the very beginning of the course. Alongside the prosaic tools of texts and other sources, room would be made for the newspaper, and every day's assignment would automatically require a thorough perusal of it. The newspaper, preferably, should have adequate coverage of national and international affairs, but could otherwise be supplemented by weekly news magazines or reviews. Knowledge of what goes on in the world around him thus would become another measure of the student's mastery of subject matter. It would be confirmed by class recitation and examination.

For example, a study of nineteenth century imperialism could be linked to the rebirth of nationalism in the Mid-East and elsewhere, the Northwest Ordinance to the efforts of Alaska and Hawaii to achieve statehood, the sixteenth century voyages of discovery to present day rivalries and cooperative enterprise in exploration of the polar regions. These relationships seem obvious to me. Another instructor might see different ones. Students will come up with still others. All to the good.

I am mindful of the rejoinder that there never is time as it is to cover the material now called for by the syllabus or course outline. But it is not proposed that each history course become one in current events. Nor is it intended that comparison and contrast with periods other than the contemporary be eliminated. What is envisaged is a situation made normal by an emphasis on the thread of past history as inextricably interwoven with the present. It will remain the instructor's re-

sponsibility, just as it now is, to keep the discussion from wandering afield and to return it promptly to the topic at hand.

It may also be maintained that compelling the student to read a newspaper carefully and critically will not guarantee his knowledge and understanding of history as it is made. Nor, it may be added, will it ensure that he will continue to read the newspaper after he has completed the course. I am willing to chance these "risks." Both arguments can be raised about the method and value of any course in the curriculum. I have known people who have experienced a "liberal" education and have the sheepskin to prove it, who never have read a book after graduation.

The proposal may have salutary side effects as well. Even the most talented teacher experiences occasions when the period drags, or when he feels he is no longer commanding with his usual aplomb the attention of the group. Reference to the present can be an added weapon in his armory for combating the mood or enlivening the discussion. The course itself, no matter how often the instructor gives it, can be made to embody novel and stimulating touches making use of the kaleidoscopic changes brought about with each new year. This may, to some extent, help modify repetitive procedures and brighten the academic routine for teacher as well as student.

Of greater value would be the increased reliance placed on the student's own intellect and on his enforced cerebration. He must think of today in searching fashion when he ponders on yesterday, and the reverse is just as true. At the Brussels World's Fair, an electronic computer provided historical information when a date was fed into it. Unfortunately, the performance of some students bears resemblance to this feat of electrical memory. It is the instructor's task to be ever vigilant for ways to develop his students' potential for critical thinking.

There is the merit of simplicity in the proposal. It is not necessary to revise any course sequence, outline, or syllabus to put it into effect, nor is it essential for curriculum committees or administrative agencies to sit in judgment on it. It can be adapted to just about any existing course, from ancient history to modern, and to some courses other than history, too.

As a matter of fact, the proposal is novel only in the sense that it consciously adds impetus for the student to do what we now hope forlornly he will do for himself and by himself. It is also quite

A Modest Proposal



Why is a man of accepted attainments an unpopular teacher? This question is examined by a philosophy professor (A.B., Bowdoin; M.A., Harvard; Ph.D., Indiana) who has taught at Indiana and Massachusetts Universities, is now at St. Lawrence University,

has published fiction in the Saturday Evening Post, and is doing research on Pico della Mirandola.

By DOUGLAS CARMICHAEL

HALFWAY DOWN among the members of its English department, Midwestern University lists the name of Assistant Professor George McAlester Whitmarsh, A.B., Ivygrown College, 1946; M.A. Bookbound University, 1948; Ph.D. Stadium University, 1952. Professor Whitmarsh normally teaches three sections of freshman composition and one of a sophomore great books course. Every fourth semester he is allowed to

The Unbroken Thread—Continued

clear than many of us, in varying degree, already are doing what is suggested. An expanded effort is essential to overcome a situation which sees collegians only dimly aware of the history being made about them, while being more knowledgeable of past developments. If the college fails in so elementary a task, how can it be said to provide the education which will make for an enlightened citizenry?

I have tried to think through the problem and have outlined one approach for consideration. It is a highly flexible design adaptable to the gifts and energies of any instructor. But it is also a tentative proposal. It is not a panacea for all ills, and it may not even meet the specific challenge for which it is designed. Those who join me in recognizing the existence of the problem and the need for its solution, will, I am certain, be able to propose either alternate or supplementary plans. I would welcome your ideas. It would be helpful if these, too, would find their way into print for our joint edification and criticism, and it would be even more rewarding if we could "point with pride" at the results of these plans in use.

Drop one of his composition sections and offer an advanced course in his specialty, Minor American Poets of the Later Eighteenth Century, for which he usually has an enrollment of about six students out of Midwestern's 10,000. Professor Whitmarsh is neat and obliging, hard-working and conscientious. His desk is piled high with themes, and he spends hours explaining to students their individual comma faults. In the evenings he works on the revision of his doctoral thesis, "The Metrical Borrowings of Joel Barlow from Abraham Cowley," which he hopes to get published on a grant from a foundation. He has also done several articles tracing to their origins various witticisms of the Hartford Wits. He is highly regarded by his dean and department chairman as a candidate for promotion.

Yet despite all his industry and sincerity, Professor Whitmarsh does not seem fully adjusted to his career. Students often ask to be transferred out of his sections, and at the faculty club his colleagues often become intent on their magazines at his approach. He has never yet been asked to address a football rally, a woman's club, or an alumni dinner in the hinterland. He would dearly love to return to teach at Ivygrown, his alma mater, but applications for two vacancies have brought no results.

What is the trouble? Professor Whitmarsh has received an excellent training. At Ivygrown he had fifty-four semester hours in his English major and took a strong minor in Romance Languages, since they would be necessary for his graduate work. He also took courses in history, philosophy, mathematics, art, Latin, education, religion, psychology (to satisfy his science requirement), and Chinese culture (taught by a visiting professor). At Bookbound he completed his master's degree with thirty hours more in English and a thesis on literary aspects of the American Revolution. He was unable to concentrate so heavily on English for his doctorate, since Stadium requires a minor, but he took all that he could get, and minored in French, the department in which he had the next greatest amount of work. At no time has Professor Whitmarsh wasted his time on extraneous activities. Most of his vacations he spends attending professional meetings and exploring the libraries of other institutions.

What is the trouble? Why is a man of such

attainments so little sought after? In part, at least, the answer is simple. Professor Whitmarsh suffers from a type of academic halitosis—overspecialization. The fact that he teaches English has little to do with the case; it could happen in any department. He has simply reached a point where he has almost nothing in common with colleagues or students but shop talk and gossip, and he lacks the conversational flair for either. Even the members of his own department rarely penetrate his "field," and in his increasing absorption he has forgotten what he once knew of theirs. Professor Whitmarsh is well-trained, but he is not educated. He started out, perhaps, to get a liberal education at Ivygrown, but even there he spread his interests little further than compelled by group requirements, and as a graduate student he narrowed them still more. Now they extend scarcely the breadth of the file drawer that holds his research notes.

❏ A great deal is heard these days about the necessity of liberal or general education and of the need for all educated men to have a common intellectual background so that they can communicate with each other. Yet this emphasis on liberal education is directed almost entirely at undergraduates, and primarily at freshmen and sophomores. Upperclassmen, though they may have a few electives, are required to select majors and minors that take up most of their time. In graduate school the electives disappear, and in many universities the minors do also. A few bold institutions offer a master's degree in general studies, but if any gives a doctorate in this unrestricted area it has so far been little publicized. And note that we speak of *general* studies, not merely interdepartmental programs.

But is liberal education a process that can ever be pronounced complete, so that a man can be stamped as educated and have done with it? And if the process is important for freshmen and sophomores, is it not likewise important for upperclassmen, for graduate students, and even—if we dare be so heretical—for professors?

It is assumed, of course, that once a man is exposed to the joys of a broad and liberal education the effect will last the rest of his days, and though he may desert the academic smorgasbord for a steady diet of meat and potatoes he will still nibble a few dainties on the side. It is taken for granted that a scholar will have diverse intellectual interests and will keep up with general

cultural topics along with his professional activities.

But perhaps "taken for granted" is the key phrase. The professor's professional development receives all the emphasis; his development as a man of learning and culture in the broader sense gets little or no official recognition. He is urged to publish in professional journals if he wants to be promoted. He must map out some project pertinent to his field if he wants a sabbatical or a foundation award. His teaching qualities may be given some consideration, but even that is often grudging. No man can hope during his four years as an undergraduate to sample all the departments of even a small college, but if the professor wishes to continue his general education it is strictly in addition to his other duties. No wonder that general education often gets overlooked and that promising sophomores wind up like George McAlester Whitmarsh.

❏ Is there any remedy? Perhaps all faculty members might be required to do a certain annual amount of outside reading. Reading lists, however, might be padded and would certainly carry no index of thoroughness. But another avenue is possible. In some institutions, usually those where the pressure to publish is light, there are always some men taking courses taught by their colleagues. Why shouldn't this practice become more widespread?

Let it be required, for example, that at least once every two years every faculty member who already holds a doctorate shall take at least one course—preferably, until the supply of departments runs out, in one in which he has had no previous work. If he chooses, he may alternate these ventures into the literally, to him, unknown with additional courses in departments where he already has some interest, so long as they lie wholly outside his teaching field. And for the semesters in which he takes such courses, let no administrative officer demand of him a single line of print or a single research note. Let the English professor learn something about geology, the mathematics instructor study beekeeping, the specialist in business statistics gratify his mild, but hitherto unsatisfied, curiosity about the history of Russia. If such a policy were established in every college we might be in less danger of the progressive dehumanization of even the most humanistic studies.

Of course, the carrying out of this plan poses

certain difficulties. The suggested program is limited to faculty members who already hold the doctorate because degree requirements are probably harder to relax than the less formal ones imposed for later advancement. Doctoral candidates might find outside courses becoming simply an extra burden, whereas they are proposed as a substitution on existing faculty requirements, not an addition. There is also the question of equating course work with publications. How many hours of "broads," if we may so nickname our outside courses, must a professor take to equal one article or one book? Perhaps each course should count for several book reviews. Or courses and research might simply alternate in occupying a professor's nonteaching time.

Another problem would be the potential embarrassment of teachers faced with the task of grading their colleagues—as well as the potential embarrassment of the colleagues if the grades were given. The grading problem could perhaps be solved by making all faculty enrollments on a noncredit, or at least nongrade basis; there would then be less danger of mutual backscratching, mutual vindictiveness, or of competition, perhaps unfair, with undergraduates in the same classes. Would faculty members really study if they received no grade? They might be put on an honor

system, or maybe each faculty student could be required to write a term paper to be read by his dean and the heads of the departments concerned.

We may hope, however, that the difficulties would be outweighed by the benefits. Even if the program had no other results, think of the inspiration to undergraduates to see distinguished professors sitting beside them, still actively engaged in learning something new! As things stand now, the undergraduate rarely has a chance to see a professor learning anything, even in his specialized area. Our main objective, however, is the benefit of the professors themselves, and not of the undergraduates except as they benefit indirectly from better professors. It seems inevitable that as faculty members sample one department after another the fertility of their minds for the production of ideas would be increased by this intellectual cross-pollination. The bearing of one field upon its neighbors near and far may turn up far more worthwhile topics of investigation than endless digging within the same old boundaries. We might expect a steadily growing awareness of the breadth and variety of knowledge. And—who knows—Professor George McAlester Whitmarsh might succeed in interesting both his colleagues and his students.

"Company of Masters and Scholars"

"The teacher at his best is a person who is enriched by the scholarship of his students, who gains nourishment and spiritual sustenance from the work with students. Creative teaching is an art, and it is an art which infuses one's own learning with the discoveries and contributions of the student. It is teaching that accepts the student as an intellectual colleague and which makes no separation between the intellectual problems of the young and the intellectual interests of the professional academic man. It is the teacher's responsibility to infuse the student's interests with his, and so to teach that the student will come to have the same vision of the possibilities and satisfactions of learning which the serious teacher and the serious thinker both have as their badge of office."

HAROLD TAYLOR

In *The Two Ends of the Log*

Edited by Russell M. Cooper. Minneapolis:

University of Minnesota Press. Copyright 1958. Page 163.

Preface to Improved Teaching



The reason for ineffectiveness in teaching may be, not lack of subject mastery but because a man is ineffective in his understanding of himself and of life. So says the author of the following article (B.S., STM., Boston; S.T.B., Harvard; hon. Ed.D., Rhode Island College of Education) who has had a varied experience including twenty years of church work, five years newspaper work, and college and university teaching of religion, English, social science, and history. He is author of a book for young people which has remained in use for twenty-one years.

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By RICHARD K. MORTON

IMPROVEMENT OF CLASSROOM TEACHING on the college level is a problem involving far more than deepening mastery of subject matter and pedagogical techniques.

We often forget that it is not a degree, Ph.D. or other, that teaches. It is not the summation of a mass of data that teaches. It is an individual. Education certainly is not a process analogous to that of pouring a substance from one vessel into another. It happens along with the complex activities associated with interpersonal relationships. It is conditioned by many experiences of the past, in connection with both students and teacher, and by their regard for one another.

All this is no news to any teacher of experience. Some of its implications are largely forgotten, however, in the rush and fret of daily classroom life.

The present situation is made complex and often vexing by the disagreements of two main educational theories—namely, that which stresses primarily mastery of subject matter and that which insists upon the importance of pedagogical techniques. Many instructors are caught in a kind of no man's land while administrators and department heads and others wage a running battle over this issue.

It would seem that it is more of a question of both-and rather than either-or, but many do not see it that way.

While learned instructors and otherwise effec-

tive individuals have never developed a satisfactory classroom approach and need desperately to comprehend why they cannot "put over" their lessons, it is often true that the problem is deeper than all this.

The teacher may present his subject ineffectively, not because he does not grasp it adequately, but rather because he is not effective in his understanding of himself and of life. He is not adjusted to his subject because he is not adjusted to himself and his fellow men. He may also know the details and data of his discipline, but not their meaning, relevance, and application.

A few years ago a very erudite professor presented a tremendous compilation of what Plato and other Greeks thought about a certain philosophical problem. He then ranged through the years to the German, French, British, and American sources. Finally, a student asked, "But, Professor, what do you think?" The professor appeared completely stumped.

Now I am well aware of the pitfalls that lie in the path of any attempt to base teaching a course largely on personal qualities and in general what we call "being a great guy," but there is nevertheless value in teaching through favorable interpersonal relationships.

I am very much in favor, therefore, of several psychology courses for all teachers and, more important, of multiple opportunities for teachers to become proficient in meeting and dealing with people of all ages. Informal gatherings for conversation or the discussion of a congenial theme or project can help. I believe, too, that it may matter in a crucial way to students that to some extent at least they may choose certain instructors rather than others.

Some instructors are not effective teachers because they basically are not effective people. They do not think broadly and logically. They make little effort to establish effective interpersonal relationships. They believe that profound though often disordered thinking in their own reflections, and on advanced themes, excuses negligence in handling elementary matters given to students.

Some institutions, including my own, are inaugurating a so-called University Course, for seniors. This is a kind of "capstone" or summation course, bringing together significant data and conclusions valuable in several fields of learning.

The more I reflect upon this, the more I think that such a course would be more valuable for the teachers themselves than for their students. In our dealings with students there needs to be the synthesizing of data, the indication of meanings, the establishment of uses, the presentation of challenge to further inquiry, and much more. Students learn from people, with all their traits, feelings, attitudes, and conditionings, more than they do from books and theoretical presentations. What students think about the institution, the faculty, their fellow students, and how attractive the environment is—all this mightily affects the general value of the teaching effort.

As a general rule, the teacher is going to teach better if he shows evidence of being able to derive order and meaning from his daily experience and his contacts with others. He is often pressured by administration to publish something regularly in his field of research. This is a vital part of the activity of a real faculty. But to my mind it is even more important that whether he publishes or not, the teacher show observable evidence that he has arrived at a set of working principles for his own life, has found a method of effective adjustment with others, and is a personality of some dynamic, color, and basic worth. There are too many in the teaching fraternity who may have proceeded as far as a Ph.D. in some field of research like history or biology, but who have remained at the elementary school level in the area of self-control, personal likabilities, and personal ethics. There are others who have taken more than the required number of professional "education" courses but still show no enthusiasm, no concern for their students, no interest in the society of which they are a part.

Teaching cannot be entirely dissociated from living, and what shows up as weakness in teaching often has already long been weakness in living.

In addition to this thought about preparation for living as a background for the best preparation for teaching, we may indicate that the teacher's effectiveness is also correlated with his grasp of the likely life objectives of his students. If he believes himself responsible merely for presentation of material in his special field, he may largely fail to understand the particular assistance his classes need in utilizing that discipline in their general plan. They need education that is integrated in its

overall impression and that places what a course gives them in its appointed place in learning as a whole.

A booklet, "Retention and Withdrawal of College Students," issued in 1957 by the U. S. Department of Health, Education, and Welfare, gives plenty of evidence, direct and indirect, that student-instructor relationships are a big factor in successful college careers. Many breakdowns in this area are personal, not academic. The psychological pressures and influences that bear upon both instructor and student can determine many an outcome. There is evidence from many other sources that a high percentage of students find their instructors unsatisfactory on many personal grounds.

Dr. Philip E. Jacob, in his informative book, "Changing Values in College" (Harper), reinforces evidence that the personality of the instructor today is having very little effect upon the character, attitudes, and motivation of the student. Of course, if we assume that this area is out of bounds for the classroom instructor, he has no problem there—but is it? Dr. Jacob finds the student recognizing especially such values as self-confidence and self-interest, an insulated private world (in which he operates on the principle that he need not be concerned with social and political problems), religion (so perfunctory that it does not interfere with his affairs), morality (with elbow room so large it also produces no inhibitions), the power of the sword, etc. He finds the student also given or acquiring a greater urge for freedom, tolerance, the unconventional, and the like. There are, of course, many more constructive values.

This, however, attests the failure of teaching to reach its real goal. We must agree on what are the goal and the criteria for its attainment. But the world has suffered much from the mere transfer and elaboration of information. Today it needs interpretation, synthesis, purpose, the creative and human attack upon weaknesses, problems, and needs of mankind. It needs not so much education as the proper understanding and use of education. It needs teaching toward not simply erudition but living. It should seek to produce a group not simply of the informed but of useful human beings more qualified to live together and produce a better society.

Pro Bono Publico*



Colleges and universities are answering popular criticism by trying to improve their services as manifested especially in development of programs of general education according to a professor of natural science who was trained at University of Buffalo, Harvard, and Iowa State, has published numerous articles, edited a book in biology, and contributed chapters to several books.

By IRVING W. KNOBLOCH

SELDOM HAVE the *literati* deigned to descend from their ivory towers to take note of the rising clamor and discord emanating from an appreciable portion of the civilized world and centering upon the educative process as they have today. Many people have questioned the reasons behind many aspects of our educational dreadnought and a large measure of the criticism has arisen from the teachers themselves. Edward Allen Whitney has gone so far as to opine that "our present pattern of education has certainly solved none of the problems which have complicated the first half of the twentieth century: we must do better in the second half if we would avoid disaster."¹ Barzun deplores the "creation of a large, powerful, complacent class of college-trained *uneducated* men at the very heart of our industrial and political system."² Howard W. Hintz thinks that the colleges have failed mainly in teaching values.³ Serious statements indeed!

These are not the only criticisms in the well-nigh *terra incognita* of higher education, but they are typical of the sort than one encounters. Not only is the framework of the system under attack but some "cornerstones" of knowledge have taken to attacking, and rather viciously, other "cornerstones." Some scientists point with pride at their record in the physical and natural areas and confidently boast that science, *per se*, will solve all of the world's problems (little realizing what the term "world problems" encompasses). Teachers of the social studies think the scientists

have a monster by the tail and do not know what to do with it. It must not be thought, however, that all scientists are as unrealistic as pictured above. Many of them agree that, while we cannot halt the advance of scientific fact or theory by dictum, we must seek ways of educating our political leaders and our people in the most efficient use of scientific discoveries. For example, aureomycin and penicillin must be made available to all, but germ warfare must be banned. It is so necessary for the oncoming generations to be taught that a society needs more than to be free of disease, needs more than a full industrial utilization of nuclear fission. These things and hundreds like them do not have as their primary goal a cultured, happy society. We will need increasingly the other aspects of human knowledge and culture to achieve the kind of world fit for decent people to abide in. Someone has said that there is an oversupply of people who can make things and an undersupply of people who understand things.

¶ While everyone agrees that education is, or can be, a good thing, few understand the real nature or purpose of education. Some look upon universities as places where one can learn a trade or a profession. But "everyone knows how to train a man, but no one knows exactly how to educate him."⁴ Not many understand that a university is actually a citadel of freedom and a starting point for the quest for truth, surrounded by a maelstrom of bigotry and ignorance; a place where the accumulated wisdom of the ages, whether pure or applied, can be taught to succeeding generations, added to and fortified by continual scrutiny and research. As Fernandus Payne has aptly said, the desired result is not the sum total of accumulated information the student acquires but men and women of integrity, capable of continued growth, of meeting and solving problems, and of adjusting to changing conditions, successful in their professions and trades, men and women who work for the welfare of their families, their fellow men, their nation and the world at large.⁵ Michael Guyer has said, "The crucial questions asked by life will be not: do you know Latin or history, or calculus or biology, important though such knowledge is—but can you observe accurately? Can you grasp a situation? Have you an open, receptive

* Contribution No. 34 from the Natural Science Department, Michigan State University.

¹ Harvard Foundation News Vol. 1, No. 5, May 1950.

² *Teacher in America*.

³ A.A.U.P. Bul. 33(1).

⁴ "If You Want an Education," University of Chicago.

⁵ A.A.U.P. Bul. 36(3), p. 498.

mind? Are you a self-starter or do you have to be cranked? Can you recognize and use evidence? Have you developed a problem-raising, problem solving attitude of mind? Are you sufficiently well trained to have justifiable confidence in your own judgment; yet are you tolerant of other opinions than your own? Have you an appreciation of the beautiful in literature, art, nature, and human relations? Have you developed a constructive idealism by which to steer your conduct?"⁶

With these idealistic objectives many educators are in perfect accord. One might expect, in addition, that college graduates would show the value of their intensive and expensive training by being modestly literate and articulate. Their reasoning ability should be superior to that of the noncollegian. Habits of tolerance, self-reliance, suspended judgment, and altruism, among others, should have been developed. We expect those who have brushed close to culture to be leaders in their community, to serve the causes of society, and to have respect for knowledge and the methods of its pursuit. Incidentally, the value of higher education would be amply apparent to all if our graduates patronized the better movies and plays, read mostly superior literature, and showed appreciation for other intellectually superior aspects of our society. Is this the status quo? As indicated in the first paragraph, there seldom, if ever, has been such a furor over educational methods and practices as one finds today. Clearly something is amiss. People are whistling at us and we are turning around to see what is wrong! We are casting backward glances in the faint hope of noting perfection. Many are inclined to shrug off any criticism; others take it philosophically. Teachers, however, should always welcome constructive criticism because this group realizes, more than any other, that truth is a more or less relative thing and also because they know that true progress comes only after self-evaluation and criticism.

The fact of the matter is that we have probably lost sight of our objectives and are no longer following them. The mounting pressure of the times, the increasing industrialization of the modern world (with its maw ever open for technologists), the staggering student enrollments (with their problems), and the growing prestige of the scientist have all driven us from the straight road that leads to the utopian type of student we hoped we would produce. Charles Dollard, President of the Carnegie Corporation (N. Y.), states that "in

the process of escaping the classical curriculum, the liberal arts college gradually abandoned the rounded man for the sharp one."

¶ It is to the everlasting credit of the teaching profession that there are many open-minded, clear-thinking individuals who were able to gauge the strength and direction of the stream down which we were drifting. Many studies were instigated and a number of reforms or experiments leading to reforms are now in evidence. Not enough time has elapsed to properly judge these trends but hope is high. The Louisville Courier Journal, in an editorial, said, "Colleges may be about to end their technological binge and start trying to produce educated men instead of one-track minds."

Sir Richard Livingstone⁷ has elaborated upon this same theme: "It is essential that we have enough scientists and technologists, and equally necessary that our politicians, civil servants, business men, and the general public should appreciate the value and uses of science. (This is different from being actually trained in science, though it is generally confused with it.) Because a nation needs a sufficient supply of chemists and physicists, it does not mean we should all be chemists and physicists."

Students in most elementary courses in many colleges were being treated as if they were potential majors. Subject matter had so accumulated that more and more detail had to be crammed into these students who, after all, were simply trying to find out what the subject was about or to round out their knowledge in certain areas. One of the most outstanding attempts at reform centers about the revival of basic or general education.

This may be defined⁸ as "those phases of non-specialized and nonvocational learning which should be the common experience of educated men and women." Under the free elective system on the one hand and the rigorous professional school demands on the other, the students, half of whom drop out by the end of the sophomore year, were neither fish nor fowl. Let us make sure, said the bold experimenters, that all students will have something worthwhile to carry away with them. Let our engineers and others have at least a smattering of culture. By forced sampling, let us also make certain that each student makes sure that the field his parents selected for him is actually the one he likes best!

Professor Frank Blanshard of Yale Univer-

⁷ *Education for World Adrift*, Cambridge Univ. Press, 1944.

⁸ Rept. President's Comm. on Higher Education, Vol. 1, Chap. 3, p. 49.

⁶ *Speaking of Man*.

sity said: "What is the college to do in the face of the overwhelming increase in available human knowledge? The answer is, of course, that we must select. But how select? By letting the student do it for us? No; the elective system has passed to its rest. By making the college a laboratory of useful arts and techniques? No; educational pragmatism is not for the educationally adult. By a return to the ideal of the mediaeval university? No; except as that ideal is the permanent ideal of all seekers after light. That ideal, on the intellectual side, is understanding, and that is to be achieved, not by exhausting an inexhaustible infinity of particular facts, but first by the mastery of basic principles and secondly by the acquirement of right habits of thought."

A slightly different way of saying the same thing is the advice given to entering students at the University of Chicago:⁹ "You don't get a general liberal education the way you get vocational or professional training. You get facts; not for the sake of knowing facts, which you will soon forget anyway, but for the sake of learning how to go about getting facts. You make experiments; not to teach you how to make the same experiments again, but to teach you how to make and test new experiments as you go through life. You read books; not to memorize their contents but to analyze their wisdom and to discover the means of acquiring wisdom for yourself. You listen to lectures; not to pass examinations on the information they contain, but to learn how the human mind tackles a human problem."

In the best type of general education, in my opinion, the students are given the reins and at the same time reined up. They have time to choose and select some courses but they are required to take a moderate core of subjects outside their normal inclinations. This flexibility is desirable and avoids both extremes in the education of our future citizenry.

¶ Before closing an opinion may be ventured about a slightly less important aspect of education. This revolves about the question, who shall go to college? Here, as in other matters, we have no unanimity. Some extremists want every youth who is so inclined to go to college; a universal college education as it were. Some of these well-meaning people would have student aids only for those unable to pay their way. Others open the portal wide, on the financial side. On this matter

one might inquire as to the cost! If, in a decade or two, we shall have about four million students in colleges and if a minimum of one thousand dollars per student per year is the cost, then someone will have to lay about four billion dollars "on the line" in addition to capital improvements. True, this is only a part of our national liquor or cigarette bill but human beings, biological organisms that they are, will be difficult to separate from their sordid pleasures. Some schemes, then, are truly desirable but financially impossible.

John Wilcox¹⁰ once said that "the average man assumes, and quite falsely, that education is a process whereby anyone not obviously an imbecile can be made into a superior person." The other extreme (to free college education for all) entails a return to mediaevalism, the cultivation of an educational aristocracy. Few would advocate this step in toto but, on the other hand, we must always remember that brains are more precious than brawn if our society is to survive. Everything possible must be done for the intellectually superior. There is nothing undemocratic about recognizing the biological facts of individual differences. The salvaging of brains in our society is actually our most acute problem.

A sensible compromise is to aid only those who are in the upper "layers" of their high school graduating class and whose parents are actually unable to foot the bill. The educator quoted in the preceding paragraphs has said, "With a high I. Q. one may not succeed academically, without it one can not."¹¹ Everyone has the right to go to college if he has the money and the ability. I would add to this that anyone who has talent and no money can expect society to help. By talent, I mean real ability, not average ability.

We have noted the rising clamor of criticism about our educational system. We have stressed the major functions of a real university. The General Education Movement is a very worthwhile attempt to silence, by example, some of the criticisms of both laymen and professionals. We are not quite sure as to the success of this experiment as yet. Indications are however, that this method of approach, a compromise between the old and the new, will produce better-adjusted and more intelligent citizens. Let us welcome criticism! Let us be tolerant of experimental approaches. If we remain critical of our educational procedures, we need not fear the future.

⁹ "If You Want An Education."

¹⁰ A.A.U.P. Bull. 32(1).

¹¹ A.A.U.P. Bull. 32(1).

Professorial Speech Blockage

Professors who talk fluently and excessively to their classes may be surprisingly ineffective before other audiences, their speech actually blocked off. Yet it is important that they be able to reach community and other audiences. "Society desperately needs the instructor's objectivity, for he is the very one who is not precommitted" says the chairman of the University of Tampa speech department (Ph.D., Denver) who has collaborated on several speech textbooks.

By EDWARD PALZER

I'M AT EASE if they call the public speech situation another classroom." "If they were to call my class an audience, I would immediately be done for, and I'd have to read everything from a script." Here are telltale admissions of the existence of a strange communication phenomenon indeed, that of the instructor who talks to his classroom audience every day and yet is ill at ease and possibly inept when he faces the public audience.

A primary cause of this blockage may be his failure to consider the unique aspects, as compared to a classroom "audience," of the public speech situation: a more heterogeneous audience, with wider differences in age, orientation, intelligence, and formal educational background. Clearly, it is a situation in which the speaker must get attention quickly and hold it with relatively simple language. The varied complexion of this audience calls for a continuous weaving in and out of very simple material which is at the same time challenging. The classroom audience is more homogeneous, listener backgrounds are more similar, those in the course are studying the same subject.

What can the instructor learn from this student audience about typical listener reaction to his speech effort?

At the outset, it must be conceded that even the more observing professor has available only a poor gauge of his own public speaking potential, because of the atypicality of his classroom audience. His student listeners are likely to affect an unusual interest or offer more than ordinary resistance. Students will be students!

This atypical audience reaction affects the instructor in one of two ways: he may become

overly confident or unduly depressed about his speech efforts. He may become unusually aggressive, or more than ordinarily timid. Both of these attitudes constitute a hindrance to his success with the community audience.

Moreover, he must maintain order, records must be kept, grades must be meted out, and a certain schedule maintained, whether it be in the form of lecture, discussion, laboratory, or a combination of these.

As a result of such routine and circumstance, the instructor soon develops certain speech stereotypes. His voice may assume strange tones and inflections. This may become shrill if he is working against odds and becomes battle-scarred. He repeats certain idioms, and inevitably a vocabulary related to that particular course. He may become unnaturally precise, or overly casual. He may resort to bombast, or he may seek to reduce everything to a confidential whisper.

Possibly he has an ear for literary values as well, and this may not be much appreciated by the general public. He may enunciate in a stilted fashion so that all may be able to take notes, and occasionally he will write words out on the blackboard. Or he may talk unusually fast, on the assumption that this will compel students to take notes or face disaster come the day of examination! Some of his kind may be notorious for the lecture sheepishly delivered, and even more sheepishly received. Perhaps the word "sheepskin" originated here. All this reduces true audience response, and makes the instructor more of a stenographic robot than a human person responsive in terms of a live audience. Then there are fixations of time and place, so that he becomes at least physically immobile during the class hour, and office-bound afterwards.

The professor himself is conscious of the communication limitations which he may have as the result of such cramping, and when he approaches the public audience, his attempt to counteract these various academic stereotypes may result in erratic solutions. Thus in a public effort to deny that he was ever inside a school building, he may resort to slang, tell off-color jokes, act like a boor in an effort to avoid being tagged a bore.

He may deprecate "education" itself, he may consume quantities of liquor, he may eschew moral values, and appear to the average listener

much like a certain well-known four-footed animal.

► Yet he could prepare for the public audience situation by including more public speaking techniques and conditions within the confines of the classroom.

It is important that he must not disrupt the classroom by trying to turn it altogether into a public speaking situation. But a few moments can be garnered occasionally, and moments are all he will need to further his public speaking potential. They can be precious indeed.

He can also pass on some of the routine and disciplinary functions to the students themselves. If only he would get "off stage" during such times, then come "on" with some mutual speaker-listener anticipation just as in the public speech situation, he could compel himself to speak more magnetically during the time he is "on."

Classroom discussion too is valuable as a trainer and conditioner for the public situation because a really effective public speaker will answer implied listener questions even if he does not throw the floor open for discussion afterward. Therefore the overt give and take between the instructor and students in the classroom can heighten his awareness of the reciprocal relationship and circular response which is at least implied in public speaking. And such give and take in the classroom can further refine and develop his skill as a discussion leader.

In the public speech situation he may not be able to use the blackboard, visual aids, and other academic props. Let him therefore work occasionally without these in his classroom. Let him get away too from his desk, chair, and rostrum. And if he does, his own students may be surprised and reassured that the old boy can stand unassisted after all!

Another cause of the professorial blockage to public speaking lies in a failure to understand the unique aspects of the classroom situation. This may seem like a departure from the problem, but actually a lack of sensitivity to the unique aspects of classroom instruction may also mean a lack of sensitivity in other areas. It may mean a chronic indisposition to get to the bottom of anything.

The classroom course of instruction also comprises a communication unit, something like a speech. Only its time cycle is longer. Accordingly, the instructor must build cumulatively, and what may be exciting for the first time may lose some of its luster with repetition. The instructor quickly

senses the need to build something new each time, emerging from what has gone on before. He cannot repeat the first day's "speech." For, once orientated, the classroom audience will become impatient if the lecturer will not move on.

The popular lecturer would make this discovery very quickly were he invited to remain on the staff of any college after he had spoken to a student assembly there. His first appearance as a one-time speaker might have been electrifying. But there would be many other times.

► Perhaps if the semester's course were viewed as a speech of a longer time cycle, or if a speech were considered as a colorfully condensed short course, both speaker and professor might overcome their blockage to the unfamiliar situation. If the instructor can move some of the conditions and techniques of public speaking into the classroom, why can't he do the reverse, that of putting more classroom techniques into the public speaking situation? Moreover, both public speaking and classroom teaching might be defined somewhat more broadly.

Visual aids can be prepared for the public speech situation, even though it is granted that they might be used for only one appearance. The instructor invited to speak in the community might well plan for some audience participation, even though it would differ in type and depth from the kind to which he is accustomed in the classroom.

Considerable amounts of printed material are occasionally given out at public meetings, and their distribution is synchronized with the speech at appropriate times. It would be a neat trick if the speaker supplied each member of the audience with a small pad and a pencil. But of course he must not overwork such academic practices, lest he be accused of teaching. Yet even a crossing of lines for a short distance may be worth trying.

The instructor can also utilize a given classroom technique in such a way as to make it convertible later in the public situation. Thus he uses certain visual materials in the classroom, or he puts on a particular demonstration. This can be used as the basis for a gesture to be used later. In fact, he can use these same materials as memory aids. Sensory materials by their very nature involve the nervous system more deeply. This makes for better mental assimilation of the materials, which means that the speaker can talk about them extemporaneously. This in itself is an important help toward developing public speaking potential.

Not only that, by regarding his classroom use of sensory aids as a first step toward their later use as a basis of gesture, movement, and speech imagery, he automatically extends the range of the communication continuum. When he does that, he staggers the focus. Then there are times when he appears in a speaking capacity, there are points of climax and tension, not merely one big point where all is lost or won. Thus by viewing his classroom effort as a preliminary to another speech occasion, he can actually be more at ease even in the classroom.

He can also do the same thing in reverse, i. e., consider some aspect of his public speech as a first phase for its use later in another situation, such as the classroom, even though admittedly the two uses would not be identical or in the same form. Again, on the same principle, this would ease some tension for him in the public speaking situation. It would be like letting one trouble eclipse another, one anxiety cancel another.

By approaching the problem from both ends, something must yield. The instructor brings more public speech techniques and conditions into the classroom, and at the same time, he plans to introduce some of the classroom technique and conditions into the public speech situation.

► A fifth possible cause of the professor's difficulty in adjusting to public speaking is a lack of appreciation for the essence of each situation. No doubt the apparent similarity of classroom speaking and public speaking makes it difficult for him to recognize their differences, and so may lead him to conclude that they must be identical. The consequences of such identification are twofold: if his classroom speech techniques have been satisfying (at least to himself), he may continue with them in the public speech situation regardless of whether they are appropriate and effective. On the other hand, if his communication contacts in the classroom have been something less than happy, he may actually avoid public speech opportunities. Even if his classroom speech experiences have been neither particularly happy nor unhappy, equating them in his own mind would mean that he is merely doing "more of the same" after school hours, and public speaking then appears somewhat as an outdoor hike to the postman on holiday.

It is particularly in the dual experience that he can discover the unique communication aspects of both teaching and public speaking, especially if they are within proximate distance of

place and time. Many a teaching fellow may recall his graduate experience, when he would teach one class at nine and attend another (this time as a student) at ten. By such juxtaposition of the two roles, he could observe the unique aspects of both, becoming a better teacher and student.

The Bauhaus University plan¹ under Laszlo Moholy-Nagy would have the arts-crafts student try the self-same project in different media. Thus the student would model in clay, draw, paint, sketch, photograph, construct with various materials, and in the process discover certain unique advantages and limitations of each. Students at other art-craft schools also worked in various media and with various materials, but not in juxtaposition, and there is an important secret.

It is easily observable that many speakers do not utilize their unique advantage as a present-in-person speaker, just as many professors do not utilize theirs. Yet television and radio cannot duplicate the advantage of interpersonal give-and-take, of instantaneous response and adjustment.

There is no gainsaying that some speakers as well as instructors are only superficially successful. That is, they have at best only a short lead over someone merely starting to teach, or someone making a maiden public speech. They have this small advantage only by virtue of certain information, plus a minimum amount of skill, and a union card of one kind or another. It is little more than the advantage any one would have in any occupation over a complete newcomer.

Yet this smacks of superficiality. It does not get to the unique aspect of a given work. It lacks the element of mature creativity and conversely that of creative maturity. It is not impossible that a professor may get to the point where he regards neither teaching nor public speaking as an art worthy of his most careful consideration.

That precious sensitivity to the unique aspects of both communication situations can come from (a) an analysis of his identification blockage and his experience in observing, and (b) by actual participation in both public speaking and teaching observable in close juxtaposition.

Even more is involved: there is a kind of curiosity and zest in getting to the real basis of anything. Thus a man wants to find out what makes something really tick, a musician is interested in how one instrument differs from another. Indeed it is the mark of the immature musician

¹ At Weimar, Dessau, and Chicago.

who never discovers the essential elements of the tone peculiar to his own instrument.

► This suggests the sixth possible cause of the inadequate adjustment some instructors make to the public communication situation. It involves the very nature of the communication process itself. Is it 1:1 transmission of speaker-idea to listener, or is it a process of mutually induced mental creativity? In the latter concept, the speaker does not transfer his own mental picture absolutely. Rather he makes available raw materials he himself has worked with, and which he is presently making available to the listener so that he too can create with them.

While there is rather general agreement on the broad outlines of this theory, the *as if* behavior of many instructors (and even some speech instructors) does not sustain it. As a result, many teachers and speakers are viewing their job as primarily one of transporting *results* of their own creative efforts and of transmitting symbols and symbol-combinations. Small wonder they are so fearful that some of these will be lost in the process!

The professor is especially concerned about such "tenuous supply lines," and no doubt this anxiety in itself constitutes a blockage to extemporaneous speech and free delivery, both of which are especially valuable in the public speech situation.

► The author has spelled out the reverse theory (communication as induced creativity) into twelve functions of the communicator.² Briefly, the communicator invites the receptor to create mentally on the basis of raw materials and clues which he makes available. Under this premise, the speaker-communicator (or for that matter, the instructor-communicator) assumes some new responsibilities, such as protecting and developing the listener's creative potential. This brings up a seventh blockage to public speaking as far as the professor is concerned, namely his failure to develop his own creative potential.

This is of special concern for two reasons: (a) under the induced creativity concept of communication, the speaker is concerned with creativity and the exercise of creative potential in an especially functional way. He cannot appreciate the listener's blockage to mental creativity until he locates and overcomes his own. The speaker's artistry now consists, not in elocutionary exhibitionism, but in his ability to induce the listener to

create with such raw materials and clues as he may offer. (b) Special flexibility is also required if he is to adapt easily from the classroom to the audience situation.

He may indeed appreciate the fact that he is a victim of identification behavior by equating public speaking with classroom instruction. He may even understand the unique aspects of the public speech situation as distinguished from the classroom, yet be unable to pivot easily from one situation to another.

This in itself calls for a special speech training scheme to be worked out at all levels. It may well begin with pacing exercises in interpersonal speech situations, in adding and subtracting members from small to large groups (to find the straw that seems to break the camel's back), and in a wide variety of role-playing situations where flexibility and adjustment are stressed.

Even apart from this, there are certain obvious things which an instructor can do immediately for himself to heighten his creative aliveness. He can change the outline of his course, he can depart from the fixed lecture, he can develop new materials. Perhaps he is in the habit of giving only his second best to his classroom audience, reserving most of his energies for some other project, and sometimes even another occupation on the side. He may permit occasional tiredness to develop into a habit, on the assumption that he can always muddle through that class hour somehow.

Before too long he is in a rut, absent-minded and half-minded as far as his classroom audience is concerned. And he may carry this habit over into the public speech situation.

► There is yet another and eighth failure which blocks the instructor when he attempts to speak outside his own classroom. This one cannot be charged against him fully. It must be placed partly at the door of the American public itself. The American college professor's status is still an emerging one. Part of the time he is ridiculed as an old foggy with an unpressed suit, and part of the time he is treated almost too respectfully. His own communication behavior naturally reflects this lack of definitive status: he may strut to build status, or he may avoid those who do not respect him.

At the University of Athens, the Greek students rise when the instructor enters the classroom. More than that, they applaud. The American professor must react to this much as the

² Available in forthcoming publication.

green-eyed monster, since he cannot be assured of applause even at the end of his speech! Then there is England, where each Mr. Chips is looked up to (even by the student) as a pretty clever fellow. Now the American professor does not cherish either status. Somewhere out of the welter of public confusion and the shock of Sputnik, a new status will emerge for him, but it will duplicate no other professorial pattern. Instead, it will embody a kind of respect which will be peculiarly American. It will be a believable picture, which he and his neighbors can accept, live with, and one which he himself can live.

At present his speech communication behavior is conditioned by two compulsions, one to be a *somebody* (to establish his professional status), and the other to be a *nobody* (to be an ordinary person, highly democratic, and preferably unknown). A disturbance is set up by these two opposing compulsions because he has them both simultaneously. This results in a communication imbalance which constitutes a blockage when he approaches the public speech situation.

So it is he himself who would get the first benefit from the extra-classroom speech contact. His students would benefit from his new-found skill, that bit of excitement from the nonschool world which he would now bring back to the classroom. The community audience would get the benefit of the example of that quiet objectivity which is college at its mature best.

Some years ago *The United States News* (then in newspaper form) used this caption: "Newspaper speed with magazine perspective." The instructor can bring two communication areas together into a fresh brand of public speaking as well as a more vital kind of classroom teaching. Here is the new role which he can play in public: not so much that of the expert or the answer man, orator, or genius, but more that of the discussion leader, the man who unfolds issues and problems in an objective manner, and thereby

gives his audience a practical demonstration of the objective attitude.

Occasionally he will be the catalyst or provide the leaven. Especially so when there is something which people themselves can continue to talk about, something which perhaps politicians avoid, which pressure groups dislike, and which doesn't make particularly elegant *speech* or *editorial* or *commentary*. It might be something long-range, like Norman Cousins' suggestion that peace may come when there is a clear mandate from people everywhere. Of course, this sounds idealistic and impractical, but how else would this "mandate" which he envisions become anything except through continuous and free discussion?

► Society desperately needs the instructor's objectivity, for he is the very one *who is not pre-committed*.

If this does not offend the more thorough-going members of the profession, could it be suggested that this instructor-speaker should be encouraged to discuss on his own, as well as to start discussion even if it doesn't always "get some place?" Indeed, "getting someplace is sometimes a fast way to get "noplac" and even to the "wrong place."

What is needed is some of the free discussion, some of the objective attitude and speculation of the classroom, but without its stereotypes and trappings.

This is at once the instructor's solution to his public speech problem, and at least a partial filling of the vacuum in modern society where advertisers have made the unimportant seem important, and conversely, where the important may scarcely be mentioned at all. Society needs to hear a different voice occasionally.

This voice *need* not set the world on fire. On the contrary, it might help put out some fires, yet keep alive the one small flame of mental creativity. This voice too must join the chorus that is America!

Coming Issues

The Autumn 1959 issue, to be mailed in early fall, will contain articles on varied topics—three on the teaching of drama and music—by writers from Colorado, Illinois, Massachusetts, New Jersey, New York, Pennsylvania, Washington D. C., and Washington State. Later in the fall will appear the Winter 1960 issue, beginning Volume VIII, which will present some notable material on EVALUATION, directing attention to the broader concepts of evaluation in relation to the total educational effort.

Teacher on Trial



Do you know any over-conscientious, overworking college teachers? Are you one? Too many of us perhaps are too much the other way. The author of "Four Remedies in Crisis" published in these pages a year ago, (B.S., M. Ed., Pittsburgh) now satirizes excess of zeal and indicates some of the causes. Formerly with Miami University, he goes this fall to the University of Oregon.

By **CLIFFORD J. KOLSON**

THE COURTROOM was hushed when the young defense attorney rose. It seemed as if all eyes were turned to the defendant, a thin young woman with a nervous tic in her left eye. She scarcely looked like the type of person who would be the defendant in such a case. Even the judge leaned forward and listened intently as the defense attorney began his earnest plea in her behalf.

"Your Honor, on the face of it, there seems to be no excuse for a first grade teacher to be running through the streets unclad. But I say to you that the wrong defendant sits in the defendant's box. Where this conscientious beginning teacher now sits should be sitting the entire faculty of the School of Education of Palm Beach University. They are the real defendants. Let me prove this to you by taking you back.

"Miss Conscientious had always wanted to be a school teacher because she had a sincere desire to help little children. Picture if you can this trusting, innocent, conscientious Miss Conscientious entering Palm Beach University seeking eagerly for the accumulation of knowledge supposedly stored there. I can close my eyes and hear her saying to herself, 'If I do what these professors tell me, I will be a teacher.'

"She was a good student; she learned well. She memorized every word spoken by Professor Black in his classes as well as the twenty-three text books which he had written and which were required reading in the classes. Again and again he emphasized that the good teacher is a perennial student. Miss Conscientious wanted to be a good teacher, so she vowed that she would follow Pro-

fessor Black's advice, even though it meant spending four hours a week in class at the University and eight hours in preparation, for Professor Black always said that for every class hour, a student should spend at least two hours in preparation. Thus began the slaughtering of this innocent lamb.

"Professor Black is not the only one who should be sitting in the defendant's box. Right beside him should be sitting Professor Gray. It was she who convinced this poor trusting maiden that the good teacher must engage in many and varied community activities. 'Two hours a week devoted to the PTA is not too much to ask of any teacher,' she said. 'Every teacher should belong to several clubs so that she can become a vital part of the community, even though it may necessitate spending six hours a week. Get to know your children in recreational activities and you will really understand them. Girl Scout work is a wonderful opportunity to get to know your children. It is well worth the three hours you should spend on it. See them in their religious pursuits; get to know them by teaching Sunday School; attend church regularly; learn about the parents by being active in the circles in your church.'

"Miss Conscientious was spellbound by this devoted educator; she would sacrifice those seventeen hours a week and do what Professor Gray advised. How she wished she could have got more information from Professor Gray. In fact many times she tried to talk to her after class to see what other pearls of wisdom she might garner, but Professor Gray always left so swiftly that she was never able to talk to her. Of course she knew that Professor Gray was probably on her way to one of the many community clubs of which she was a member, and she longed for the day when she might emulate this worthy member of society.

"In the Health classes, Professor Brown emphasized that the essentials of health were necessary for the good teacher. How often had Miss Conscientious sat at his feet and heard him utter such things as, 'The good teacher *must* have at least eight hours of sleep a night. We cannot expect to arrive at our classrooms in the morning looking fresh as a daisy with less.' Miss Conscientious believed him implicitly. She even posted little signs on her mirror like 'Early to bed,'

and 'A bath a day,' to remind herself of the importance of these platitudes.

"If there was anything she learned in her Methods courses from Dr. White, it was that a good teacher should be there at least a half hour before and a half hour after her pupils. Now, since school is from eight-thirty to three-thirty, this meant that Miss Conscientious had to be there from eight to four every day of the five days a week that she taught—a total of 40 hours a week. Dr. White repeated again and again that three hours of preparation for each school day was the minimum requirement for any good conscientious teacher, and Miss Conscientious was nothing if not conscientious.

"The course where some of the greatest gems were gathered was Professor Green's course in School Administration. Here it was that she determined to spend seven hours on Professional Reading, five hours a week on Home Visitation and Parent-Teacher Conferences, and five hours on Professional Organizations and Professional Meetings. All this, mind you, to become a good teacher.

"So Miss Conscientious left Palm Beach University, primed for her position as first grade teacher, determined to do her best for the children she had so longed to teach, and armed with all the knowledge she had garnered from her years with the educationally elite of the University.

"Who among us would criticize this trusting young teacher for believing those whom she felt would enable her to do her best to become a good teacher? Who among us would not praise her for her desire to be of the best possible service to the children in her care? Rather than disobey the edicts, the gems of learning, the information given her by these educational great, she tried to cram in everything she had been told to do—tried to cram it all into the short 168-hour week we have all been allotted—always, mind you, with the primary purpose in mind to become a good teacher.

"Unfortunately, Your Honor, due to an oversight of the Curriculum Planning Committee, there was no mathematics course offered in the School of Education at Palm Beach University, else Miss Conscientious might not have found herself in the sad plight where she now is. Unfortunately when she began to put into practice the many theories given her by her illustrious teachers, she found that time seemed more fleet-

ing than she had ever deemed it could be. In order to attend all the meetings she felt constrained to attend, she must spend some time on the road, and this time mounted to the sum of seven hours weekly. Also, Professor Brown had told her that a balanced diet was necessary, and she found it necessary to spend some time each day eating the seven basic foods. Although she sometimes swallowed them without any more chewing than absolutely necessary both morning and evening (her lunches at school were almost always replaced by playground duty or watching over the children in the cafeteria to prevent rowdiness and foster good manners), she found that the consumption of food took up at least three hours of her very busy week.

"She developed the habit of dashing in and out of the shower with only a few seconds' pause for scrubbing, and later learned that if she skipped the soaping procedure she could greatly reduce the time each week for bathing, a vital necessity according to Professor Brown.

"And now, Your Honor, let us do what this great University failed to do. Let us balance the scales mathematically. Let us add those hours Miss Conscientious felt she must spend in order to become a good teacher, the hours her great professors had told her she must not spare in the pursuit of her profession.

"Her classes took 40 hours of her time; preparation for these classes added another 15 hours. Remembering the advice of Professor Black, she enrolled at the Evening Division of the University and spent the required 4 hours in class and 8 hours in preparation. Adding to this the 17 hours she devoted to community clubs, church activities, the Girl Scouts, and the PTA, we find thus far a total of 84 hours. Professional meetings, and home visitations, plus the many professional books she was asked to read, took up another 17 hours—bringing our total thus far to 101 hours. Add to this the 7 hours weekly it took her to get to school, to the University for classes, to the various meetings she attended—and remember she always drove at the top speed limit all the way—and we have a total of 108 hours. Now let us add to this the 56 hours needed for sleeping, the 3 hours for meals, and the 1 hour for bathing, and we find a total of 168 hours—a whole week filled.

"All went well for Miss Conscientious for the first two weeks of the school year. She was a good teacher. She had allotted her time well; every

New Books

AN EMERGING PROGRAM OF SECONDARY SCHOOL MATHEMATICS by Max Beberman. Cambridge, Massachusetts: Harvard University Press. 1958. 44 pp. \$1.50.
The Inglis Lecture. Progress in creative mathematics teaching of gifted students by the author and associates under the University of Illinois Committee on School Mathematics.

THE ATOM AND THE ENERGY REVOLUTION by Norman Lansdell. New York: Philosophical Library. 1958. 200 pp. \$6.00.

The message of the new scientific development. A world authority may be needed concerned not only with atomic energy but also with the exploitation of all forms of energy.

BUILDING A BETTER VOCABULARY by James I. Brown and Rachel Salisbury. New York: The Ronald Press Company. 1959. 124 pp. \$2.25.

Paper bound and punched to go into a binder, this attractive text "is designed to enable a student to improve his vocabulary to the point where he can derive maximum profit from his educational opportunities."

Teacher on Trial—Continued

minute of her 168-hour week was accounted for in the pursuit of her chosen profession. Of course during these first two weeks, the fact that she had some time to spare was due to the fact that the PTA, two local community clubs, and her classes at the University had not really got under way yet. All went well, Your Honor, until that fateful time when all these organizations began in full swing. In her earlier planning Miss Conscientious had failed to notice that there had been allotted no time to dress—a detail entirely omitted as unworthy of the scholarly attention of the faculty of the School of Education at Palm Beach University.

"In her earnest desire to become the best teacher possible, Miss Conscientious adhered to the split-second to her professor-imposed schedule. It was not until Patrolman O'Malley arrested her that she realized that something was wrong. In her zeal to become the perfect teacher, she had followed too well the instructions of those she believed to be the epitome of knowledge. It is doubtful if Miss Conscientious even realized what it was that she was being arrested for, so anxious was she to get to the Girl Scout meeting on time.

"No, Your Honor, it is not the fault of this innocent young girl that she is here. She was betrayed by those in whom she put her trust. Her only crime is that of wanting to do her best. The fault lies not with her, but with those who taught her. The defendant here should not be one, Your Honor, but many. The defense rests."

The next voice was benign, almost fatherly: "Not guilty. Case dismissed."

DICTIONARY OF FRENCH LITERATURE edited by Sydney D. Braum. New York: Philosophical Library. 1958. xiii + 362 pp. \$10.00.

Twenty-two contributors, eighteen notable portraits. Packed with information on the significant authors and their works, attractively presented.

EVALUATION IN THE BASIC COLLEGE by Paul L. Dressel. New York: Harper & Brothers. 1958. 248 pp. \$4.00.
Studies of the Basic College program at Michigan State University: marking, course requirements, examinations, residence hall living in "education of the whole person."

GETTING DOWN TO CASES by Robert L. Brackenbury. New York: G. P. Putnam's Sons. 1959. 167 pp. \$4.00.
"A problems approach to educational philosophizing." Philosophy is not imposed, but its pertinence in practical situations emerges.

HANDBOOK OF PHILOSOPHY by M. H. Briggs. New York: Philosophical Library. 1959. 214 pp. \$4.75.

A dictionary of all the terms that a new reader may encounter in philosophical books. Numerous cross-references. Definitions aim to be as clear and untechnical as possible.

THE ILLUSION OF IMMORTALITY by Corliss Lamont. New York: Philosophical Library. 1959. xiv + 303 pp. \$3.95.
Introduction by John Dewey. "What is of supreme importance is an inclusive and integrated philosophy of life and one that places the individual in a definite relationship to both society and nature."

THE LIGHT WITHIN US by Albert Schweitzer. New York: The Wisdom Library, a division of The Philosophical Library. 1959. 58 pp. \$2.75.

Selections from Schweitzer by Richard Kik. "Every being who calls himself a man is meant to develop into a real personality within a reflective theory of the universe which he has created for himself."

MORAL PRINCIPLES IN EDUCATION by John Dewey. New York: Philosophical Library. 1959. ix + 60 pp. \$2.75.

"The one thing needful is that we recognize that moral principles are real in the same sense in which other forces are real; that they are inherent in community life, and in the working structure of the individual."

MORAL VALUES IN PUBLIC EDUCATION by Ellis Ford. Hartford, New York: Harper & Brothers. 1958. xi + 338 pp. \$4.00.

Lessons from the Kentucky experience in studying and recommending on the need for effective teaching of moral and spiritual values in public schools.

PERMANENT PEACE by Tom Slick. Edgewood Cliffs, New Jersey: Prentice-Hall, Inc. 1958. x + 181 pp. \$2.95.

"New weapons of war have turned the world and our thinking upside down; new weapons of peace can and must meet this challenge. This great quest will require ultimately the devotion and zeal of the great majority of people in the world."

TECHNOLOGY AND THE ACADEMICS by Sir Eric Ashby. London: Macmillan & Co., Ltd. New York: St. Martin's Press, Inc. 1958. vii + 118 pp. \$3.25.

An essay on universities and the scientific revolution by the President and Vice Chancellor of the Queen's University, Belfast. A book to interest both industrialists and faculty members.

REDLANDS: BIOGRAPHY OF A COLLEGE by Lawrence Emerson Nelson. Redlands, California: The University of Redlands. 1958. 310 pp.

Highly readable and attractively illustrated chronicle of the first half century with a forward look into the future. "This University is a living thing."

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